



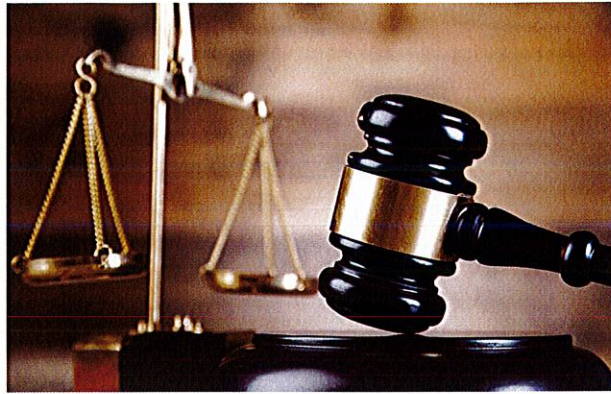
Title I

Handbook



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INTRODUCTION

The Law

- Advances equity by upholding critical protections for America's disadvantaged and high-needs students.
- Requires –for the first time– that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations-including evidence-based and place-based interventions.
- Sustains and expands this administration's historic investments in increasing access to high quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress , and where graduation rates are low over extended periods of time.

Title I Schools



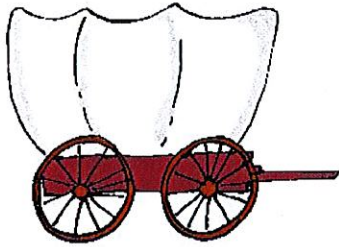
Pre-K-8

Glade Creek School

32 Glade Creek School Road
Ennice, NC 28623

Dr. Gerald Miller, Principal

336-657-3388



Pre-K-8

Piney Creek School

559 Piney Creek Road
Piney Creek, NC 28663

Travis Sturgill, Principal

336-359-2988



Pre-K-8

Sparta School

450 North Main Street
Sparta, NC 28675

Dustin Webb, Principal

Stacy Miller, Assistant Principal

336-372-8546



The Purpose of Title I

- The purpose of the Title I program is to help low achieving students meet out state's challenging academic content and performance standards. Schools qualify for Tittle I funds based on economic need. The Title I program offers a variety of services for participating schools, which may include: additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff.
- Elementary schools considered Title I are those in which at least 40% of the student population has been designated as economically disadvantaged. Middle and high schools considered Titled I are those in which at least 75% of the student population has been designated as economically disadvantaged. School-wide programs have flexibility in using their Title I funds, in conjunction with other funds in the school, to upgrade the operation of the entire school. School-wide programs must conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the school-wide program that is revised as needed.

School-wide Program Components

- ♦ Plan for comprehensive, long-term improvement
- ♦ Serve all students with highly qualified teachers and paraprofessionals
- ♦ Use research-based practices to develop and implement enriched instruction for all students
- ♦ Use inclusive approaches to strengthen the school's organizational structure
- ♦ Consolidate resources to achieve program goals
- ♦ Engage in continuous self-assessment and improvement

Components of a school-wide program:

All Title I schools must complete a comprehensive needs assessment that drives all aspects of school operations.

School reform strategies must be implemented to address the identified needs.

There must be high quality and ongoing professional development for staff to address the needs of the school.

There must be strategies in place to recruit highly qualified teachers and place them in areas of greatest need.

Parent engagement is a critical and integral part of day to day operations in a Title I school.

Strategies are in place to aid in the transitions between academic grade levels, as well as school level, i.e., pre-school to kindergarten, and middle school to high school.

Teachers are actively involved in the use of assessments and instructional decisions are driven by data analysis.

Title I schools develop specific instructional activities for students identified with the greatest needs.

Title I schools coordinate and integrate resources and service from federal, state, and local sources.

Comprehensive School-wide Planning

5 Step Process

1. Establish the Title I team
2. Clarify the vision for reform
3. Create a school profile
4. Identify data sources
5. Analyze the data

Analyze and review the existing plan

- Describe how the school will carry out each of the required school-wide components
- Describe how the school will use Title I resources and other resources to carry out the school-wide component
- Include a list of State and local programs the school will consolidate in the school-wide program
- Be evaluated annually-looking at both program implementation and achieved results
- Be revised as necessary to ensure continuous student improvement

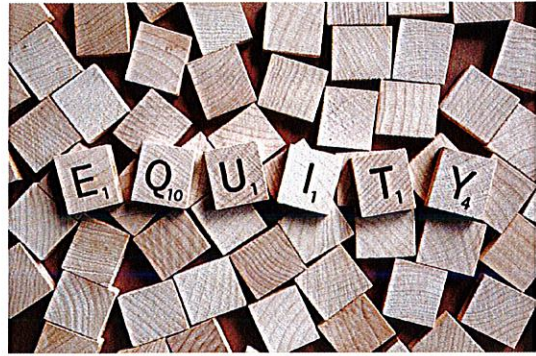
Data Driven Instruction

- Use data to identify students' strengths and weaknesses
- Use multiple data sources (profiles, survey, formal and informal assessments, student work samples) to make informed decisions and determine areas of need
- Use multiple daily and weekly student assessments for ongoing data collection
- Focus on mastery by monitoring student progress using assessments to calibrate and retool
- Adjust teaching strategies to meet students' needs based on the data

Analyze the Data

- Establish a process to review the data
- Determine any gaps between the vision and the current findings
- Summarize the data
- Draw conclusions
- Share the findings with the educational community
- Prioritize the needs
- Determine how to meet the needs
- Build an ongoing plan to facilitate continuous planning

Comparability



Do we have comparable funding in our schools?

Comparability Exemptions

- The comparability requirement does not apply to:
 - *A school with 100 or fewer students
 - *A PSU with only one school fore each grade span
 - *A school with no comparison school in the same grade span grouping by enrollment size

Comparability Exclusions

- A PSU must exclude any resources paid with federal funds and private funds
- A PSU may exclude state and local funds expended for bilingual education for English Learners, excess costs for providing services to students with disabilities, or supplemental state or local funds used to meet the intent and purpose of Title I

Comparability Reminders

- Exempt and Non-exempt PSUs must complete and submit the Comparability Assurance in CCIP
- PSUs are not required to include unpredictable changes in student enrollment or personnel assignments after selected point in time
- PSU funded alternative schools and charter schools must be included in respective grade span
- A school that falls into more than one grade span will be compared to the grade span it is most like

Comparability Completion

- All is defined as grade spans receiving Title I funds or receiving comparable services
- Large school is over 450 students or more
- Comparability is a prerequisite for receiving Title IA funds
- Data for report pulled from October
- Comparability Report is due December

Comprehensive Support and Improvement



Comprehensive Support and Improvement– Low Performing (CSI-LP)

- Identified every three years
 - *Title I served schools only
 - *Bottom five percent of School Performance Grade (SPG) scores
 - *If two or more schools have same score at the top of the bottom five percent, all Schools with the same score are included

Exit Criteria for CSI-Low Performing (every 4 years)

- The school meets its Measure of Interim Progress goal for the All Students group in all subjects (reading and math) for the exit year (every four years), AND
- The school's total School Performance Grade score is above the lowest five percent of all Title I schools in the exit year

Comprehensive Support and Improvement-Low Graduation Rate (CSI-LG)

- Identified every three year
 - *All schools are eligible, not only Title I schools
 - *Cohort Graduation Rate less than 66.7%
 - Schools with an average of fewer than 100 students over a 4 year period
 - Use current and previous two years of data Year 1+Year 2+Current Year Graduates
- Exit Criteria for CSI-Low Graduation Rate
- Schools will exit a designation of CSI-Low Graduation Rate by increasing their four year cohort graduation rate to a percent greater than or equal to 66.7% for the most recent and the previous year

Targeted Support and Improvement



Targeted Support & Improvement TSI-AT (Additional Targeted Support)

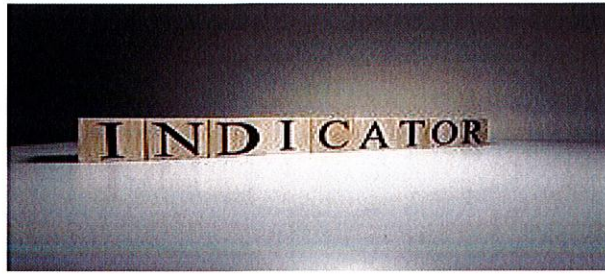
TSI-AT Additional Targeted Support

- All schools except CSI-LP
- Identified every three years, beginning with the 2017-2018 data
- Any school with a subgroup that on its own would be identified as CSI-Low Performing
- A school with any subgroup where the School Performance Grade score is lower than the school's All Student group total score

Targeted Support & Improvement TSI-CU (Consistently Underperforming)

- The initial identification will occur after the 2018-2019 school year
- Based on data from 2017-18 and 2018-19 schools years
- Subsequent identification will be based on 3 years of data (2020-2021 and beyond)
- Identification will occur annually

12 Key Indicators



CSI and TSI schools will have to assess at least the following indicators:

The PSU has a PSU support and Improvement team.

The PSU selects and hires qualified principals with the necessary competencies to be change leaders.

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly to review implementation of effective practice.

The principal monitors curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers.

The PSU/School regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs.

The PSU/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

The school has established a team structure among teachers with specific duties and time for instructional planning.

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the needs of students across all tiers.

The PSU/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

The school regularly communicates with parent (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

NCSTAR is a web based tool that guides a district or school leadership team in charting its improvement and managing the continuous improvement process.

Guidelines for Using Title I Funds



Title I schools must ensure that funds support efforts to improve performance of all students with particular attention to students who are failing, or at risk of failing to meet at minimum, the NC academic proficiency standards on state academic assessments.

- A. Funds may be used to **supplement, not supplant**, other state and local resources for improving the instructional program.
- B. All expenditures should be reflected in the School Improvement Plan (SIP) and on the Title I Prioritized School Plan, and should have a strong likelihood of impacting the instructional program in the current year. Inappropriate expenditures may require alternative funding sources.

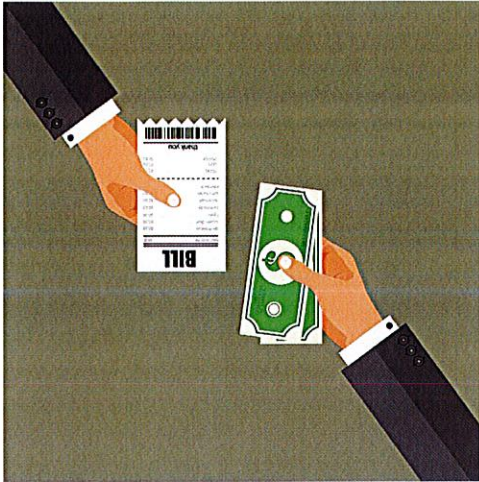
Planning budgets are developed in the spring proceeding the implementation year based on the planning allocation provided to each school. School planning budgets are incorporated into the district application, and submitted to the NC Department of Public Instruction for review and approval. Once approved, adjustments to the budget must be approved by the local School Board and DPI.

Funds allocated during a fiscal year are to be:

- Expended during the same time period, and with the exception of school improvement funds
- Do not carry-over at the school level to the next year
- Funds from one year's allocation may not be used to pay for activities occurring in another fiscal year.

Recommended Expenditures:

- Additional classroom teachers
- Instructional materials/supplies
- Parenting education activities and supplies
- High quality professional development activities and materials



Expenditures

NCCS Title I Allowable

Expenditures

Title I funds are to be used for the purpose of student achievement, staff development and to build parent capacity to better support their child's educational attainment. In general, Title I funds are to be used to enhance the regular school program and should be consistent with the school educational plan. When determining if expenditures are appropriate, ask the following questions:

- How does this expenditure directly support student achievement?
- How does this expenditure directly support staff professional development?
- How does this expenditure increase the participation of parents in school activities or assist parents to support student achievement?

Guidelines in Purchasing

Title I Purchasing Guidelines

In accordance to the ESEA Waiver formerly known as NCLB Act of 2001 (sec. 101), Title I funds are provided to improve the academic achievement of disadvantaged students.

- All Title I purchase requests need to be documented in the plan. Purchase orders must be sent to the central office.
- Purchase orders must support school goals with an instructional purpose. Title I funds should be used to purchase instructional materials such as level books, manipulatives, technology programs or workbooks. Parent Engagement supplies can be purchased with Title I funds.
- Gift cards can not be used as a parent incentive for participation. Due to federal audits, commercial gift cards are not eligible expenses.

Parents Right to Know



Title I Parent Right to Know

Dear Parent(s)/Legal Guardian(s):

We are very proud of our teachers and feel they are ready for the coming schools year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. WE are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher hold, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the principal at your child's school.

Title I schools are required to notify parent if their child is receiving instruction from a teacher for more than four weeks that has yet to meet the requirements of Highly Qualified status or is working towards completing requirements of Highly Qualified status.

Please visit <https://www.alleghany.k12.nc.us/Page/620>

Meaning of the Term Parents and Family Within the Family Engagement Policy

Within this policy, the term parents and family is inclusive of adults who interact with the district in support of their child, which generally includes biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. This policy shall not be construed to authorize the disclosure of personally identifiable information relating to an individual student as protected under the Family Educational Rights and Privacy Act (FERPA) other than to the parent(s) or eligible student unless there is a valid consent, an exception applies, or disclosure is otherwise required by law. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to parent and family of students participation in the Title I Program. Parent and family shall be notified of the policy in an understandable and uniform format, and to the extent practicable, the policy will be provided in a language that recipients can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents, family, and the school.

Alleghany County Schools Parent and Family Engagement Board Policy can be read on the following link:

https://www.alleghany.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=238&dataid=3908&FileName=1320_3560%20-%20Title%20I%20Parent%20and%20Family%20Engagement.pdf



Parent & Family Engagement



Family Engagement Policy

The school Family Engagement Policy should be sent home or made available to all parents. A copy of this policy can be found on the school district and each schools website under Title I.

Purpose

Parents serve as a key shareholder in the educational processes of the students attending Alleghany County Schools. The policy of each school ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

Parent/Family Engagement Definition

Parent/Family Engagement is best defined as any time a parent commits to assisting his or her child in learning and achieving academically to a higher level with greater interest and motivation. Parent/Family Engagement can be accomplished in a variety of ways, including the following:

- Reading together at home with your child
- Developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations
- Communicating positive values, such as respect, hard work, and responsibility
- Providing your child with positive encouragement when he or she achieves certain goals
- Speaking with your child's teacher regularly and offering any assistance that the teacher may suggest. Becoming involved in the school's PTA program
- Discussing your child's progress report, report card and benchmark assessments

Title I Part A

Reminders for Family Engagement

- Hold an annual meeting to inform parents of their school's participation in Title I, to explain Title I requirements, and to inform the parents of their rights to be involved.
- Offer a flexible number of meetings to encourage parent involvement. Involve parents in the planning, review, and improvement of the PFE programs.
- Provide parents of participating Title I students:

Timely information about Title I programs

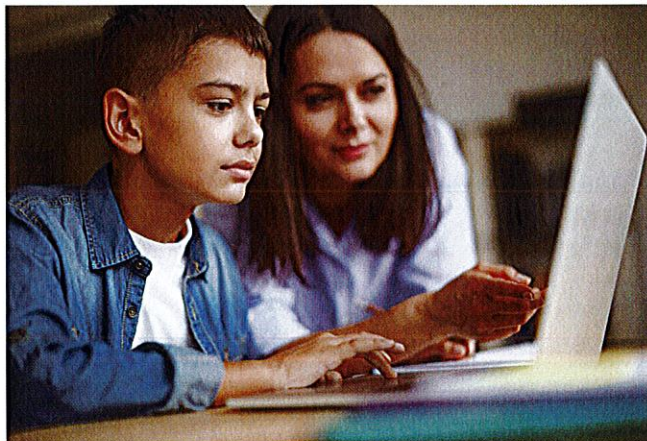
School performance reports

Student's assessment results

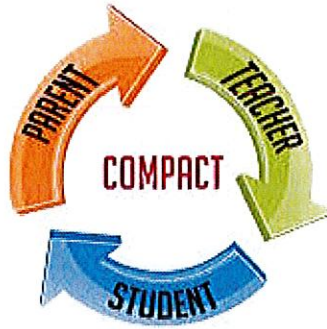
A description and explanation of the curriculum used at the school and the types of academic assessment used to measure student progress

Additional opportunities for parents to offer suggestions and to participate in decisions relating to the education of their child

If the school-wide program plan is not satisfactory to the parents of the children in the school, submit any parent comments on the plan when the school makes the plan available to the district



Title I Compacts



“Alone we can do so little; Together we can do so much”

-Helen Keller

School-Parent Compact

A School-Parent Compact is an agreement among groups that firmly unites them. The Elementary School-Parent Compact is developed jointly with school staff, students, and parents. As a school community, the elementary will focus its School-Parent Compact on the academic standards to support all students and help them reach proficiency or beyond in reading, writing, and mathematics. The compact will provide expectations for staff at elementary school, parents/families, and the students. Each school's compact is located on school website.

Annual Meetings

All Title I schools must convene an annual meeting, at a convenient time, and invite parents of participating children. The meeting should inform parents of their school's participation in Title I, Part A, and should explain the requirements of the parent and family engagement statute and the parent's right to be involved. Some best practices regarding the annual meeting are as follows:

- Offer a flexible number of meetings (before or after school)
- Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Parent and Family Engagement Policy and the joint development of the school wide program plan
- Provide parents with timely information about the Title I Program; a description and explanation of the curriculum; the forms of academic assessment, including a definition of the education of their child, and to respond to any suggestions.
- Provide an opportunity for parents to submit comments on the schoolwide program plan once the plan is made available to the district.



Title I Requirements for Parental Engagement



Parents, Teachers, Students and Community

The Title I law requires each school receiving Title I funds to include meaningful parent input in the decisions regarding how Parent and Family Engagement (PFE) funds will be used to increase PFE at the local school.

Each school must distribute a copy of the district's PFE Policy to each parent.

Each school must convene an annual meeting (open house, orientation, etc.) to inform parents of the school's Title I services and PFE initiatives and to encourage parent input.

Each school develop a 1) School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and 2) a PFE Policy that explains how the school and parents will build and develop a partnership to help children achieve the state's high standards.

A copy of the school's PFE Policy, School-Parent Compact, and Title I annual meeting agenda must be submitted to the Title I office. Include the sign-in sheet with meeting agenda and evidence of parent involvement.

Each school must appoint and recruit a Parent Advisory Council representative and Family Engagement Team leader or show evidence of recruitment efforts if unable to find someone to serve in these roles.

Each Title I school is responsible for involving parents in an annual evaluation and review its PFE activities.

Title I Homeless Set Aside

Allowable Expenditures	Unallowable Expenditures
<ul style="list-style-type: none"> • Items of clothing, particularly if necessary to meet a school's dress or uniform requirement • Clothing and shoes necessary to participate in physical education classes • Student fees that are necessary to participate in the general education program • Personal school supplies such as backpacks and notebooks • Birth certificates necessary to enroll in school • Immunizations • Food • Medical and dental services • Eyeglasses and hearing aids • Counseling services to address anxiety related to homelessness that is impeding learning • Outreach services to students living in shelters, motels, and other temporary residences • Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions • Tutoring services, especially in shelters or other locations where homeless students live • Parental involvement specifically oriented to reaching out to parents of homeless students • Fees for AP and IB testing • Fees for college entrance exams such as SAT or ACT; and GED testing for school-age students. 	<ul style="list-style-type: none"> • Rent or temporary lodgings • Class ring • Cost of drivers' test fees • Prom gowns or tuxedos <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Two principles govern the use of Title I, Part A funds to provide such services to homeless students. First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)).</p> <p>Second, Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (See ESEA section 1115 (e)(2)).</p> </div>